**WIDER**

May 16, 2013

**Administrators**: Ginny Horvath, Terry Brown, Roger Byrne

**Planning Grant:** $250,000 over two years. Summer 2014.

**Chairs:**

Patricia Astry: Biology

Tom Janik: Chemistry

Gordon Baird: Geosciences

Justin Conroy: Physics

**Faculty:** Scott Ferguson, Scott Medler, Sue McNamara, Kathleen Lesniak, Dani McMay, Reneta Barneva, Tedi Cox, Nancy Boyton, Peter Tuck, Erica Snow,

Articles on Institutional Change: mired in lecture

* All those in reference section of the RFP.
* Professional development
* Need to be **convinced** of advantage of employing evidence based practices
* STEM majors and non-majors, women and underrepresented groups, students with disabilities.
* Theory of change integrated
* Before and after pictures: snapshot of lecture as primary mode of conveyance
* Survey for faculty of teaching practices
* Chronicle of Higher Ed Piece on 63% Lecture as primary: <http://chronicle.com/article/article-content/135402/>
* Models of working through administration
* Tenure and promotion policy
* Flipping Classrooms
* PD two tiers
  + In house
  + Expert trainers (lot to choose from)
  + Methods for participation
* Stipends before and after adapting new methodologies
  + Lower enrollments per section as a carrot for piloting the course
* Supplemental instruction:
  + Pay students to do the supplemental instruction
  + Sustainability
* Adapting strategies needs instructional support: TAs
  + Guided Inquiry
  + U of R Model using undergrads to run workshops
* Tutors available online for **face-to-face** interaction
  + Different hours: to reach all learners
  + Document cameras
  + Overcomes reluctance to use the Learning Center (data)
* Physics has a number of strategies on using evidence-based practices.
* **New Facilities**: for collaborative learning auditorium sized; every lab is designed for any type of learning style;
* Engaging STEM learners
* iPad technologies in the classroom
  + Motivation
  + Evidence based studies?
* Has to “go through their brain”.
* PDC type conference
* Planning and implementation differences
  + Now snapshot
  + Understanding on how change happens
    - Small group to introduce nice tech pieces to campuses
    - Work the bugs out before bringing it to the campus
  + Not much use in STEM
  + Inevitability
  + Compared to other campuses
  + **Historically**: the introducing the Internet had its own momentum and excitement that is not here for more change.
  + Change occur from diagnosing problems and bringing in those who have had success: RIT
  + Unique to here? SUNY wide? Yes
* ELL, smart pens, targeted for students with disabilities (non-citizen students cannot use the ELs)
* PKAL: project kaleidoscope: <http://www.aacu.org/pkal/>
* **Michael Wesch** <http://chronicle.com/article/A-Tech-Happy-Professor-Reboots/130741/> AND <http://ksuanth.weebly.com/wesch.html>
* SUNY Website on free technologies for the classroom.
* TAH Wiki of 2.0 Sites: <http://tdhahwiki.wikispaces.com/Web+2.0+Annotated+Reference+List>
* Online Tools site updated daily: <http://www.go2web20.net/>

External Evaluator:

* Gary Ciurczak: <http://www.viaevaluation.com/ciurczak/>

### [The Education Alliance at Brown University](http://www.alliance.brown.edu/) www.alliance.brown.edu/‎